

## Integration Plan

This plan is meant to be a guide, to help you consider how to modify what you currently do in your classroom to include more 21<sup>st</sup> century skills and technology tools. Use it as a guide as you plan your lessons using your district current lesson plan format.

\*See the bottom of the form for "Things to Consider."

This template was created as a MS Word form. To use it, click in the gray boxes to write.

**Your Name:** Pat Goodenough

**Grade level:** 7

**Name of Lesson:** "Cutie Pie" by Nicholas Fisk

**Description of Lesson:** After reading and discussing "Cutie Pie" by Nicholas Fisk, students will work in small groups and do a website search to find more information about the story. They will use Kathryn Schrock's 5W's website evaluation form to validate any sites they find. Based on their own background knowledge, information stated by the author, and any information found on the web, the students will independently summarize the story and infer what happened at the end of the story. (The author leaves the ending of the story open-ended.) They will write their summary and inference as a news article and record it on the class voice thread, "Cutie Pie". Next, the students will develop their understanding based on the information they have and extend the story drawing conclusions and making predictions. They will use these conclusions and predictions to answer questions on a wiki discussion forum, "Good English 7". They will collaborate by replying to two of their classmates responses. Students will demonstrate effective communication by writing, responding to a class wiki discussion forum, and recording on a voice thread.

Skills/standards addressed	Check off	Add specific standards addressed	Resources used	Explain how specific standard is addressed
<i>Alignment to PA Standards Aligned System</i>	<input type="checkbox"/>		PA Standards for Science and Technology, and/or Environment and Ecology	
	<input type="checkbox"/>		PA Standards for Mathematics	
	<input type="checkbox"/>	R.7.A.1 Understand fiction appropriate to grade Student will identify and explain main ideas and relevant details. R.7.1.5 Student will summarize the key details and events of a fictional text as a whole. Writing: Write short stories, poems, and plays. 1.4.8.A Apply varying organizational methods. Include literary elements. 1.5.8.A Write with a sharp distinct focus. Identify topic, task, and audience. Establish a single point of view. 1.5.8.F Edit writing using conventions of language. Spell words correctly. Use correct capitalization. Use correct punctuation. Use complete sentences. Use correct grammar. Speaking: 1.6.8.C Speak using skills appropriate to formal speech situations. Use complete sentences. Pronounce words correctly. Adjust volume to purpose and audience. Adjust pace to convey meaning. Add stress,(emphasis), and inflection to enhance meaning.	PA Standards for Reading, Writing, Listening, and Speaking	These standards will be met through reading and discussing the story "Cutie Pie", writing a news article summarizing the story and creating an ending, recording the article on a voice thread, answering questions on a discussion forum extending the story making predictions into the far future, and replying to classmates responses.
	<input type="checkbox"/>		PA Standards for History, and/or Geography, Economics, Civics and Government	
<i>Alignment to 21<sup>st</sup> Century Standards</i>	<input type="checkbox"/>	Effective Communication Inventive Thinking Digital Age Literacy High Productivity	21 <sup>st</sup> Century Skills <a href="http://www.metiri.com/features.html">http://www.metiri.com/features.html</a>	Students will communicate and collaborate performing the website evaluation and replying to each other on the discussion forum. Students will employ inventive thinking creating an ending to the story and predicting the future. Students will show digital age literacy by searching for websites and evaluating them, recording on the voice thread, and responding to the discussion forum. Students will demonstrate high productivity producing news articles, creating predictions, and performing web searches and evaluations.
	<input type="checkbox"/>		ISTE – NETS*S <a href="http://www.iste.org/Content/NavigationMenu/NETS/For">http://www.iste.org/Content/NavigationMenu/NETS/For</a>	

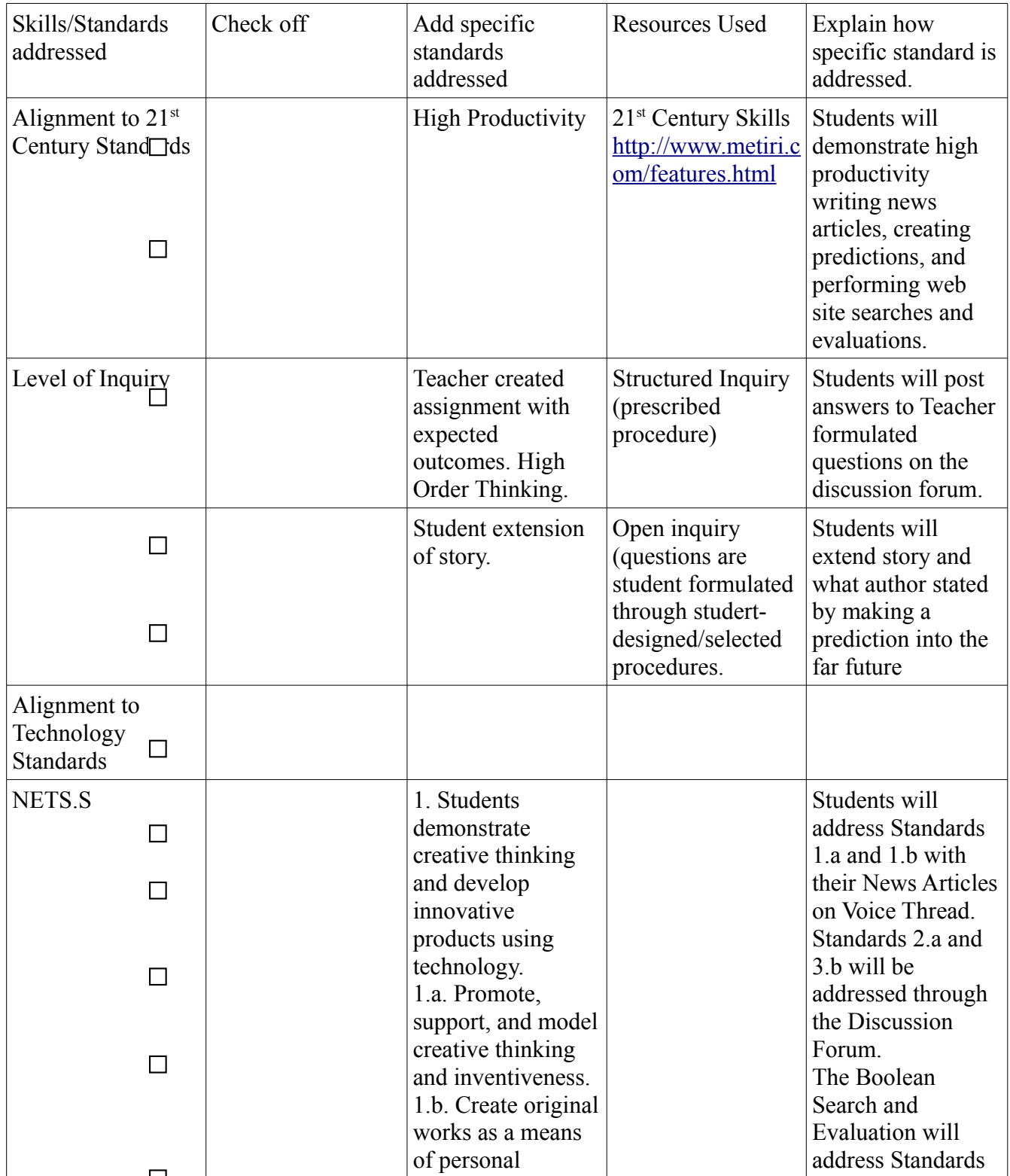
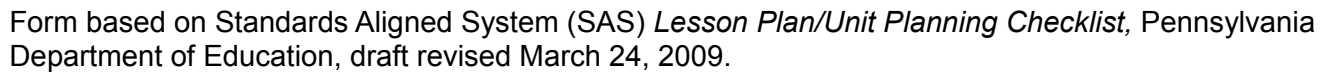
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		List Lesson Activity that Address Items included in Column 1		Explain the Specific Skill and How Students are Engaged
<i>Effective use of quality research tools</i>	<input type="checkbox"/>		Databases--both general and subject-specific (including, but not limited to, the Access PA POWER Library, GaleNet, e-library)	
	<input type="checkbox"/>	Boolean Search using search engines Google and Bing.	Websites (using a variety of search tools--Google, Clusty, netTREKKER, etc.)	Students will find more information about their story by finding Google and Bing websites using key phrases: cutie pie, cutie pie by nichlolas fisk, and nichlolas fisk. They will use Boolean operators AND & " " with the key phrases.
	<input type="checkbox"/>	Reading of story in core Literature Book.	Books/print resources	Students will begin lesson by reading and discussing story "Cutie Pie" by Nichlolas Fiski.
	<input type="checkbox"/>		e-books (netLibrary, Gale Virtual Reference, Google Books, etc)	
	<input type="checkbox"/>		Streamed media (Discovery Streaming, Safari Montage, etc.)	
	<input type="checkbox"/>		Primary sources	
	<input type="checkbox"/>	Classroom Wiki Discussion Forum	Blogs/wikis	Students will draw conclusions and make predictions to answer questions on Discussion Forum, "Good English 7".
	<input type="checkbox"/>		Podcasts/webcasts	
	<input type="checkbox"/>		Other	
<i>Types of Communication</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Communication will be personal expression with the students making inferences and predictions.</b>	<b>Narrative</b> 1. Personal Expression 2. Myths/folk tales 3. Short story 4. Docu-Drama	<b>Students will write news stories creating their own ending to the story. Students will answer questions making predictions and responding to each other.</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<b>Informative/ Expository</b> 1. How-to directions 2. Biographies 3. Summary reports 4. Book reports	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<b>Persuasive</b> 1. Advertisements/ Public Service 2. Describe and Conclude 3. Analyze and Conclude 4. Compare and Contrast 5. Cause and Effect 6. Documentation	



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<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1.c. Teachers promote student reflection using collaborative tools to reveal and clarify student's conceptual understanding and thinking, planning, and creative processes. 1.d. Teachers model collaborate knowledge		The Discussion Forum will address Standards 1.c., 1.d., 2.c., and 3.a. Standards 2.a., 2.c., and 3.a. will be addressed by the Voice Thread. The Boolean Search will address Standards 2.b.and 3.d.

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		<p>construction by engaging in learning with students, colleagues, and others in face to face and virtual environments.</p> <p>2.a. Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p> <p>2.b. Teachers develop technology enriched environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</p> <p>2.c. Teachers provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.</p> <p>3.a. Teachers</p>		
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		<p>demonstrate fluency in technological systems and transfer of current knowledge to new technologies and situations.</p> <p>3.d. Teachers model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</p>		
Potential for student engagement		Students create an original ending to the story and make a prediction extending their given information from the story.	<p><b>Students...</b></p> <p>Engage in higher order thinking (New Bloom's 2001) using technology</p> <p>Remember</p> <p>Understand</p> <p>Apply</p> <p>Analyze</p>	Students will write news articles inferring a story ending and record on a Voice Thread. Students will make predictions to answer questions on Discussion Forum and reply to each other.
		Students make predictions	<p><b>Engage</b> in substantive conversation and/or elaborated writing that extends student understanding of the subject.</p>	Students will write news articles, answer questions, make predictions, and respond to each other drawing on their understanding of the story and expanding their thinking.
		Students will write personal answers and opinions on the Discussion Forum	<p><b>Ask questions and are encouraged to express opinions</b></p>	The writing is personal with the students creating their own endings and making

				predictions. In answering the Discussion Forum questions, the students are expressing their own opinions and asking questions.
		Students communicate and collaborate on classroom wiki discussion forum and web site search and evaluation.	<b>Collaborate and communicate virtually</b>	Students will respond to 2 classmates replies on Wiki Discussion Forum. Students will work in small groups to search and evaluate web sites.
		Recording on Voice Thread and Posting to Discussion Forum	<b>Engage in meaningful discussions while utilizing technology as the method for communicating, collaborating, analyzing, evaluating, and creative.</b>	Students will write news articles and record them on voice thread. Students will answer questions on Discussion Forum and collaborate and communicate with classmates by their responses to each other's replies.
Creative use of a web 2.0 tool		Classroom Wiki Discussion Forum	<b>Wikis</b>	Students will answer questions and post to Wiki Discussion Forum
		"Cutie Pie" Voice Thread	<b>Voice Thread or digital storytelling tools</b>	Students will write a news article and record on classroom Voice Thread
Instructional Strategies		Discussion Forum	<b>High-level discussion</b>	Students will analyze and apply information learned to respond to each other.
		Read story and do web search to gain	<b>Invoking prior knowledge</b>	Students will apply knowledge gained

		information.		by reading the story and doing a websearch to infer the ending of the story in their news article and predict and extend the story in their answers to the discussion forums questions.
Marzano's Instructional Strategies		Read story and summarize	<b>Summarizing and Note-Taking</b>	Students will summarize the story in their news article.
		Discussion Forum	<b>Reinforcing Effort and Providing Recognition</b>	Students will respond to 2 of their classmates replys to the discussion forum.
		Discussion Forum and Web Search and Evaluation	<b>Incorporating Cooperative Learning Effectively</b>	Students will respond to 2 of their classmates replys to the discussion forum. Students will work together to do web site searches and evaluations.
		See description of lesson	<b>Setting Objectives and Providing Feedback</b>	See link to Voice Thread Assessment Rubric on last page of Integration Plan.
		Discussion Forum and Voice Thread	<b>Utilizing Questions, Cues, and Advance Organizers</b>	See lesson description and link to Discussion Forum on last page of Integration Plan.

Here is a link to the Voice Thread “Cutie Pie”

<http://voicethread.com/share/1388805/>

Here is a link to the Voice Thread Assessment

[:http://www.rubistar.4teachers.org/index.php?  
screen=PrintRubric&rubric\\_id=1985642&no\\_return=1&-](http://www.rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=1985642&no_return=1&-)

Here is a link to the Discussion Forum

<http://goodenglish7.wikispaces.com/message/view/home/31084677>

Discussion Forum Assessment will be: Complete/Incomplete

Here is a link to Kathryn Schrock's Web Site Evaluation: 5W's

<http://school.discoveryeducation.com/schrockguide/eval.html>

## Bibliography

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Christensen, Jane L., and Farrell, Edmund J., *Discoveries In Literature*, Glenville, Illinois: Scott, Foresman, and Company, 1989.

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[http://moodle.iu9.org/file.php/1167/Wiki\\_Instructions\\_for\\_ePortfolio.pdf](http://moodle.iu9.org/file.php/1167/Wiki_Instructions_for_ePortfolio.pdf).

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